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ANNUAL REPORT

OF THE

WIL LOU GRAY

OPPORTUNITY SCHOOL



For The Year Ending June 30, 1978

Printed Under the Direction of the
State Budget and Control Board

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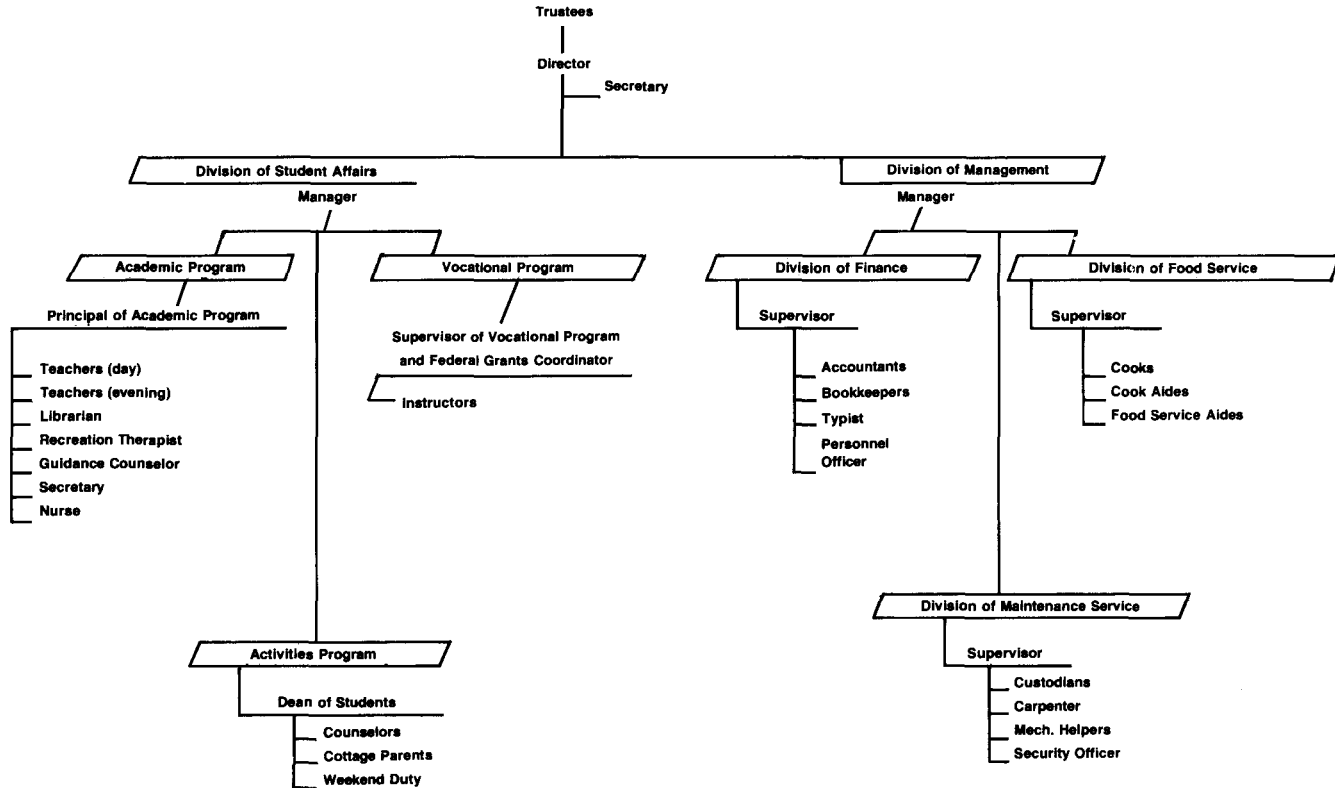
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WIL LOU GRAY OPPORTUNITY SCHOOL

Administrative Organization



WIL LOU GRAY OPPORTUNITY SCHOOL
Board of Trustees

Honorable James B. Edwards, Governor-Ex-Officio

Honorable Cyril B. Busbee, State Superintendent of Education
 Ex-Officio

Mrs. Anne Tilghman Boyce	Marion	July 2, 1979
Dr. Marvin Efron	West Columbia	July 2, 1980
Dr. J. Carlisle Holler	Columbia	July 2, 1981
Mrs. Mary Mack	Charleston	July 2, 1980
Mr. James McClary	Columbia	July 2, 1979
Dr. James F. Miles	Clemson	July 2, 1980
The Rev. James B. Mitchell	Columbia	July 2, 1981
Mr. Clarence S. Rowland, Jr.	Camden	July 2, 1981
Dr. Louise T. Scott	Florence	July 2, 1979
Mr. Karl Segelken	Summerville	July 2, 1980
Dr. M. B. Webb	Ridge Spring	July 2, 1981
Mrs. Jack Wilson	Williamston	July 2, 1980

A BRIEF HISTORY OF THE S.C. OPPORTUNITY SCHOOL

The Opportunity School was founded in 1921 by Miss Wil Lou Gray, State Supervisor of Adult Education, as an experiment in adult education. The first session, scheduled for "lay-by-time" so that farm women and girls could attend, opened August 2, 1921, at Tamassee, the mountain school of the Daughters of the American Revolution. It was the first boarding school for women on elementary level. Requirements for admission were that a pupil be no younger than fourteen, be unable to attend public school and have no higher than a fifth grade education. The curriculum at that time included the tools for learning supplemented by emphasis on health habits, good manners, civics, domestic science, and arts and crafts. The faculty consisted of one paid teacher, three volunteers, and several visiting teachers from Winthrop College and the community. Seventeen girls were registered as boarding students for the day school, and nineteen men attended night classes.

The experimental school proved very successful. The following year, larger quarters were sought, and since the state could pay only for teachers, additional means of financing were required. Cooperating with the State Department of Education, Lander College granted use of its facilities. The Methodist Conference and the Baptist Convention each contributed \$300.00 toward operational expenses, and a wide range of supporters of adult education supplied scholarship aid. The mills were especially cooperative, sending students as well as scholarships. Eighty-nine women and girls, ranging from fourteen to fifty-one, and representing thirteen counties attended the 1922 school. There was no school for men.

Ersine College supplied the facilities for the men's sessions beginning with 1923 through 1930. The girls' sessions continued at Lander through 1924. They were located at Anderson College in 1925, 1926, and 1927, and moved to the Women's College at Due West for the sessions of 1928, 1929, and 1930. In 1931 the schools became co-ed at Clemson College.

In 1931, with the support of a \$10,000.00 grant from the Carnegie Foundation, a study was made in "The Learning Ability of Adults." Directed by Dr. W. S. Dray, Dean of Education, Chicago University, and Dr. J. W. Tilton of Yale University, this study, with the use of standardized tests, indicated that adults learn three to nine times faster than children. That year, for the first time, the Opportunity School awarded seventh grade certificates. Fifty-two students received them.

The school was held at Clemson College from 1931 through

1942, at which time it had to be moved because of war conditions. It was held at Lander in 1943 and 1944, and at Columbia College in 1945.

A new era for adult education began in the early 1940's. In 1941, two Opportunity School students were awarded high school diplomas by an accredited high school which they had not attended. These diplomas were awarded on basis other than number of units earned. In 1942, the high school testing service was established by the State Department of Education. Two Opportunity School students were the first to earn high school certificates under this program. This program continued to be a boon to those who for a variety of reasons were unable to complete their formal schooling.

These one-month terms of the Opportunity School held over a period of twenty-five years had clearly shown the need for a permanent year-round school. This was further emphasized by returning World War II veterans who were unable to take advantage of the education benefits of the G.I. Bill because there was no boarding institution in South Carolina offering general education for adults on the elementary and secondary levels. Recognizing the pressing need, the Legislature in 1946 granted the request of the State Department of Education for an appropriation to operate the Opportunity School on a year-round basis. Through the efforts of many people, 998 acres and some 200 buildings of the de-activated Columbia Army Air Base were acquired by a quit claim deed through the War Assets Administration for the joint use of the Opportunity School and Trade School on a ten-year probationary basis. The School's first session in this permanent home opened January 2, 1947.

Students and staff worked closely together in a pioneer spirit in making the barrack type buildings into an attractive facility. The educational program was developed and expanded to accommodate commuting day and evening students in addition to the boarding students. Special attention was given to the needs of veterans and their families; programs were designed to teach practical arts in everyday living, as well as academics.

Fully satisfied with its utilization, the Federal Government released the property to the South Carolina Budget and Control Board in 1956. In a reallocation of the property several years later, the Budget and Control Board delineated 107 acres as the Opportunity School campus.

By a legislative act in 1957, the South Carolina Opportunity School was declared a body politic and placed under the management and control of a Board of Trustees.

Modern facilities have replaced the temporary Air Base buildings which served over twenty years. Revising and expanding its programs to meet changing needs, in a homelike atmosphere, the Opportunity School continues its mission of teaching adults.

Purposes

The school is organized and patterned after the Danish Folk Schools of the nineteenth century. It provides academic and vocational training for out-of-school youths and adults in a good citizenship environment. Each student is placed in each subject area on a level of difficulty commensurate with his achievement level. The teacher-pupil ratio is on a one to seventeen basis providing for individual attention by the teacher to each pupil. The instructional program purposes to prepare each student to live a more meaningful life.

Legal Status

The school is an agency of state government chartered for the purpose of providing out-of-school youths and adults academic and vocational training. It is managed by a Board of Trustees. Ten of the trustees are appointed by the Legislature with each trustee serving for a term of four years. Two of the trustees are appointed by the Alumni Association and each serve a term of four years. The Governor of the state and the State Superintendent of Education are ex-officio members of the board.

Functions of the Departments of the School

The administration plans, supervises, and evaluates all facets of the school operation. It is responsible for developing the annual budget for all operational needs and for pursuing its adoption by the Budget and Control Board and the Legislature.

The administration leads in the developing of short and long range plans which will facilitate the achievement of the school's purposes.

The administration evaluates all facets of the operation and reports the findings of the evaluation to the Board of Trustees.

The Educational program provides academic training ranging in difficulty from low elementary level through high school. The elementary courses are basic courses; reading, arithmetic, English, science, and social studies.

Each student is given a standardized achievement test at the time of registration. He is placed in each subject area on the level of difficulty determined by his score on the test for that subject area. He remains in that level of difficulty until the teacher believes that he is ready for a higher level of difficulty. At that time, the teacher recommends to the principal that the student be moved to a higher

level of difficulty. If a student feels frustrated in a level of work above his achievement, he can request of the Director of Education to be moved to a lower level.

The academic training on high school level is offered for two purposes. One is to prepare students for the high school equivalency test. Students are given the standardized achievement test and are assigned to levels of work as in the previous paragraph for elementary students. At the time that the test results indicate a student is achieving above tenth grade level, the school recommends that the student take the high school equivalency test. If the student makes a score of 180 or more, he is given a high school certificate. If he makes 200 or more, he is given an Opportunity School diploma.

The second purpose is to permit students to earn Carnegie units for a standard high school diploma.

REPORT OF THE DIRECTOR

July 1, 1977 through June 30, 1978

The 57th session of the Wil Lou Gray Opportunity School was characterized by activities and achievements as varied as the famed "Heinz 57 Variety" slogan. The teaching staff began its year on Thursday, August 25th. The Dean's staff began its year on August 28th. Most of the other staff members were twelve month employees.

The objectives of the school continue to serve as a direction to the administration and the staff. To adequately and appropriately report the effectiveness of an agency in achieving its objectives which pertain almost entirely to intangible results is an almost impossible task.

How would one measure the influence that an agency (school) had on 717 students. For illustration, let's think about a female student whose purpose in attending the school was to be evaluated for a vocational potential which was planned to take about eight weeks. She was not a high school graduate. She was 20 years of age and was achieving at 8th grade level. The student came from a disappointing home environment -- in fact, it was so devastating that the student had decided never to return there. Any kind of a life, regardless of how devastating, would be better. Yet that student gained a new lease on life. The influence of staff and other students caused that young lady to become motivated -- to desire something better for herself. Even to her surprise after the prodding of some of the counselors on the staff, she took the General Education Development test and passed it. These same counselors got her interested in attending college because they saw in her the potential for human service if prepared for it. The student will enroll in college for the year 1978-79 for a degree in the social sciences. Regretably, the following pages will not report that all 717 students were so motivated. Primarily, they will report statistics that will include only a few other students who were so motivated. Only the future will reveal how effective the school was in serving its objectives.

DAY SCHOOL PROGRAM

The Day School Program began its pre-service workshop for the teachers on Thursday, August 25, 1978, and continued through August 30, 1978. Miss Mary Janicki, our academic school aide, was new to the staff.

The pre-service workshop for teachers consisted of learning how to motivate students, health care for sick students in the classroom, communicating with deaf students, and developing a curriculum that

meets the needs of students enrolled in the Opportunity School. Mini-workshops were also given in the following areas: Reading in the content area, preparing for the GED, and writing lesson plans.

Registration of students began August 29, 1978, with 192 students registering. A total enrollment for the year was 623. Forty-four counties were represented in the enrollment and 12 students from out of state.

The average age of the male student was 17.7 years and of the female students was 18.8 years -- the combined average age was 18.2 years.

Achievement:

The instructional program specific objections were:

1. To insure that each student possesses communication skills to at least a pre-determined level.
2. To ensure that each student possesses computational skills to at least a pre-determined level.

Three hundred seventy-eight students took the pre-achievement test of Adult Basic Education, and 117 took the pre-and post-achievement test. The average grade level for these students was 6.6 in reading, 6.8 in arithmetic and 6.8 in language. The average progress made by the students who took the pre- and post tests was 3 months and the average length of enrollment in school was 3 months.

The student who received the Efron, Antley, Adams, Davis & Rivers award (award for making the most progress academically for the year) made 2 years and three months progress for the nine months that he was enrolled. Twenty one students made more than one year's progress.

Enrollment by Counties
Table I

County	Number	County	Number
Abbeville	1	Greenwood	3
Aiken	22	Hampton	2
Allendale	3	Horry	3
Anderson	12	Jasper	4
Bamberg	7	Kershaw	8
Barnwell	2	Lancaster	2
Beaufort	12	Laurens	11
Berkeley	3	Lee	11
Calhoun	1	Lexington	112
Charleston	41	Marion	2
Cherokee	3	Marlboro	14
Chester	4	McCormick	0
Chesterfield	5	Newberry	8
Clarendon	5	Oconee	0
Colleton	7	Orangeburg	34
Darlington	6	Pickens	2
Dillon	4	Richland	130
Dorchester	15	Saluda	1
Edgefield	1	Spartanburg	6
Fairfield	7	Union	2
Florence	12	Williamsburg	22
Georgetown	11	York	4
Greenville	24	Out-of-state	12

ENROLLMENT BY RACE, SEX, AND GRADE PLACEMENT

Table II
Results of the California TABE

Students	No.	Read.	Arith.	Eng.	Ave.
Female	221	6.4	6.3	6.7	6.5
Male	341	6.3	6.3	5.6	6.1
All	562	6.4	6.3	6.2	6.3

Table III
Results of the California TABE
First Test

Students	No.	Read.	Arith.	Eng.	Ave.
Female	163	6.8	6.5	7.0	6.8
Male	215	6.5	6.5	5.8	6.3
All	378	6.6	6.5	6.4	6.6

Second Test

Students	No.	Read.	Arith.	Eng.	Ave.
Female	57	6.9	7.2	7.2	7.1
Male	54	6.9	6.6	6.0	6.5
All	111	6.9	6.9	6.6	6.8

Difference

Students	No.	Read.	Arith.	Eng.	Ave.
Female	57	.1	.7	.2	.3
Male	54	.4	.1	.2	.2
All	111	.2	.4	.2	.3

Six students completed the requirements for a standard high school diploma. These diplomas were awarded on July 1, 1978.

PROGRAMS FOR THE HANDICAPPED

The school served 432 students who had one or more handicapping conditions. The handicapping condition was determined by qualified persons such as medical doctors, psychologists, etc. The students were provided programs appropriate to their needs and abilities with most of them mainstreaming in the regular program. Table IV gives the number of students with each handicapping condition.

Table IV
Number of Handicapped Students

Deaf	46
Educable Mentally Handicapped	48
Emotionally Handicapped	298
Orthopedically Handicapped	14
Learning Disabled	5
Blind	1
Other	20

EVENING SCHOOL PROGRAM

The Evening School Program was provided for commuting adults 18 years of age and older wanting to up-grade their educational skills and work toward receiving a high school diploma. The program was divided into three levels: Basic -- grades 1-4; middle grades 5-8; and high school grades 9-12.

Students were placed in levels according to scores made on the California Test Adult Basic Education, and instruction was prescribed according to each individual's needs.

The total enrollment was 94. Seventy-six were residents of Lexington County and 18 from Richland County. Two from India were now living in Lexington County. Nine black males and 14 black females were enrolled.

Twelve students took the GED test. Three passed the test and three students completed the High School Diploma (Carnegie Units) Program.

Twenty students enrolled in the Office Occupations courses for upgrading skills. Six students were employed and two were promoted to higher positions within their employment.

Seventy-four students took the pre-test and twenty-three took the post-test. The results of the first test, second test, and the difference are recorded in Table IV.

Enrichment courses such as art, ceramics, typing, shorthand, and

accounting were offered as part of the Evening School Program. These courses were taught two hours each night for three nights a week.

Table IV
Night School

Pre-test					
Students	No.	Read.	Arith.	Eng.	Ave.
Female	36	6.6	6.3	6.3	6.4
Male	45	6.4	5.0	5.3	5.6
All	81	6.5	5.1	5.8	6.0

Post-test					
Students	No.	Read.	Arith.	Eng.	Ave.
Female	36	7.0	6.5	6.5	6.7
Male	45	6.8	6.0	5.5	6.1
All	81	6.9	6.3	6.0	6.4

Difference					
Students	No.	Read.	Arith.	Eng.	Ave.
Female	36	.4	.2	.2	.3
Male	45	.4	1.0	.2	.5
All	81	.4	1.2	.2	.4

VOCATIONAL TRAINING

The objective for vocational training was: To develop one or more vocational skills to at least a predetermined level. Training was offered through the work study program and vocational courses.

VOCATIONAL COURSES

As a part of the evening school program, training in six vocations was provided. The courses were: Auto mechanics, building construction, food service, industrial sewing, welding and horticulture. The students completing 240 hours of training and doing the required work were given certificates. The total enrollment in vocational courses was 120. Thirteen students received certificates for completion of a course.

The horticulture class made visits to the Columbia area nursing homes for Mother's Day. The students went to each person and presented him/her with a plant. More than 500 plants were distributed to three nursing homes.

DRIVERS EDUCATION

Drivers Education was open to all handicapped students under the age of 21. Fourteen students successfully completed the course and were awarded certificates from the State Department of Education. Five students were educable mentally handicapped. Four students were physically handicapped. Three were emotionally handicapped and two were deaf. The class included 30 hours of classroom instruction, 6 hours of observation and 6 hours of behind the wheel instruction.

WORK-SCHOLARSHIP

The Wil Lou Gray Endowment Fund provided work scholarships for any worthy students who met the following criteria: Could not finance his way in school and was not eligible for services provided by any other agency. The recipient had to work an average of 10 hours weekly. For this work, his fees of \$949.00 were marked paid and he received \$3.00 weekly for spending money. There were 65 students who received work-scholarships during the year 1977-78. Some were for a short term only and others were for the entire year.

Total cost to the endowment fund was \$15,471.90.

ACTIVITIES PROGRAM

During the after class hours, many types of activities were offered for student enrichment and development. Vocational training was offered Monday through Friday after the regular school hours in a variety of courses.

Each evening of the week each student was provided with a different type of activity. On Monday, a group of students from Columbia Bible College provided programs and activities of interest for our students. Tuesday evenings were devoted to guidance programs with overall student enrichment as the programs theme. Many times, discussions followed the programs. These discussions were led by representatives from the Department of Health and Environmental Control, and the Drug Response Team. These sessions proved to be very beneficial to many of our students. A recent feature length movie highlighted the activities for Wednesday evenings. The majority of our students attended these movies and enjoyed viewing them. Chapel and vespers were planned weekly on a rotating basis.

The employment of a recreational director greatly enhanced the activities for the evening program. A wide variety of recreational activities were offered for the students. Among the activities were softball, volleyball, basketball, shuffleboard, fieldhockey, frisbee,

billiards, and archery. Also, some handicrafts were offered for the artistic student. Photography was offered to some of the students, complete with picture taking and developing.

Several field trips for the students were planned by the evening staff. The students and staff attended the circus, the State Fair, and a picnic at Sesqui State Park. Several students participated in the Department of Corrections "Save the Children" program. This was designed to show the students prison life first hand so they will hopefully avoid this unpleasant reality. The students sponsored a talent show, a Christmas program, and a Valentine party.

GUIDANCE PROGRAM

The guidance counselor called in students on a regular basis and individually to make known to them the services performed by her and to provide the opportunity to get to know the students. Also, students were often referred by the school nurse, teachers, and other staff members. Many students requested time with the counselor to deal with problems concerning interpersonal relations, sex, drugs, family conflicts, future goals, and the like. The counselor saw between 180-200 students individually and met with groups of three to six on a weekly basis to teach them some coping skills, especially Transactional Analysis.

Values clarification groups were organized and attendance once a week at the meeting of the groups was required. Various methods were used during the first semester. Second semester was limited to the use of films as a basis for discussions. This seemed to be the most effective method. The girl's social worker assisted with these groups which discussed premarital sex, VD, smoking, alcohol, divorce, vocational planning, self-esteem, child care, child abuse, the need for privacy, and other topics.

A worker with Morris Village met with the students who were known to have a drug involvement. Members of Alcoholic Anonymous presented programs and talked to the students as a result of the evidence that some had already embarked on a dangerous course with alcohol. Tours were conducted of C.C.I. and the Police Academy. A workshop to train twelve students in sexual matters was conducted by Planned Parenthood. Students, who were campus trouble makers, were requested to attend a rap-group conducted by the guidance counselor and supervisor of vocational training. The counselor and the supervisor had six consulting sessions concerning this group with Dr. Paul Carlson.

The TAC (Trust and Communication) group met on Thursday

nights of each week for an hour and a half. Attendance by group members was voluntary. The members learned about the games that they and others play, and had the opportunity to let out emotions, and receive affirmation and guidance. The average attendance was eight. The group went on several outings and when warm weather came, it engaged in more outdoor recreational activities. One other rap group which met once weekly became a very effective group.

January 16-20 was observed as Career Emphasis Week. Conferences were held to gain information about the following vocations: Heavy equipment operation, nursing, banking, radio and T.V., masonry, and electricity. Two general conferences were concerned with the subjects of getting a job and keeping a job. A speaker spoke on vocations in an assembly program and a film shown on the subject. David Morrow of the University of S.C. discussed types of personalities appropriately paired with various jobs. A university group discussed admission, finances, and courses offered at the university.

University of S.C. volunteers were supervised by the guidance counselor as they worked with students. Campus jobs were funded by the Lexington County Manpower Office and were supervised by the guidance counselor.

The guidance counselor planned a "Handicapped Are Beautiful Week" with Clebe McClary as the guest speaker. A special party was held for the handicapped and their guests. The Food Service Staff provided brownies, peanuts, and punch. Movies were shown to encourage a better understanding of this special group on the campus.

The Christmas Pageant, "The Lights of Christmas," was presented by the students under the direction of the guidance counselor, the girl's social worker, and Ms. Janie House.

The guidance counselor served as the senior sponsor and assisted the students to earn over \$157.00. The director and the principal and their spouses were invited to accompany the seniors to the Chopping Block for a steak dinner. The counselor assisted the seniors in ordering rings and invitations. She lead them to give over \$17.00 to a flower fund as an expression of gratitude to the school.

The guidance counselor assisted with the testing program.

HEALTH PROGRAM

The objective for the health program was to ensure that each student practice good health habits. Efforts to achieve this were the responsibility of a classroom teacher of health, two recreation therapists, and the school nurse.

Every student was scheduled for two hours minimum per week for instruction which would help the students understand their growth and development physically and in developing attitudes and values for healthy living.

Every student was scheduled for a minimum of two hours weekly in physical activity in the gym under the supervision of a recreational therapist. The activity was adapted to meet the needs of each student and within the capabilities of those who were orthopedically handicapped.

INFIRMARY

At the beginning of the school year, the nurse presented to the teachers a film and a special program dealing with epilepsy to promote better understanding of the problem. In November, the nurse had a Red Cross representative come out and present to the afternoon staff a program on first aid.

No "flu" vaccine was given by the Health Department during the school year and only a few isolated cases were seen.

A registered nurse was on duty from 8:00 a.m. until 12:00 noon daily. There were over twenty-two hundred visits to the infirmary averaging fourteen students per morning. Sixty-three students were given physical examinations by Dr. Tobin under the Manpower Program.

Most of the emergencies treated by the nurse were for seizures, anxiety attacks, fainting, and cuts and bruises. Any student with a serious health problem was referred to a doctor and those who required bed rest were sent home until they were well enough to attend classes. A few students did require hospitalization for surgery.

Students were encouraged to practice good health habits and personal hygiene to prevent any serious health problem. Many pamphlets were ordered from the South Carolina Educational Resources in preventive nursing as well as by the teachers for classroom instruction in health care.

CONTINUING EDUCATION

For the purpose of this report, the administration defines continuing education as those experiences outside the scope of the formal education provided in grades one through twelve in the Day School Program and the Evening School Program.

The charter provides for use of the school facilities for workshops, conferences, and seminars that have as their purpose some educational objective. More than 5,000 people were on the campus for

programs scheduled from one hour in length to two days in length. Some of the organizations which used the facilities were local kindergartens, dance schools, stage agencies, the American Legion, and The State Department of Education.

ALUMNI AFFAIRS

The Alumni Association was involved in activities of much interest. Several planning committee meetings were held during the fall and spring with emphasis placed on added participation and involvement of new members in association activities.

The Alumni Christmas Banquet on December 3, 1977 was enjoyed. The entertainment for the evening was the "Gong Show" with alumni, staff and students participating. Three awards were given.

Throughout the year, alumni find time always to visit the campus to reminisce and visit staff members of long tenure.

The summer activities were held June 25, with approximately 35 families visiting the campus for the event. The highlight for the evening was the "Country Store" with sales of crafts, plants, home decorating items, baked goods, canned goods and other items donated by alumni. This project added funds to the treasury. A plaque was presented by the President, Mrs. Naomi Imri, to Mrs. Eugenia Bechtler upon her retirement. Mrs. Bechtler has been employed over 30 years at the Opportunity School and is active in the Association. A plaque was also given to the student selected by the faculty as "Best All Round Student." George Long was the recipient.

After visiting with friends, a cookout was enjoyed with grilled hot dogs and hamburgers with all the trimmings and delicious homemade ice-cream.

The Palmetto Patriots game was on sale.

The Board of Trustees

The school is controlled and managed by a Board of Trustees. Ten of the trustees are elected by the Legislature and two by the Alumni Association. The Governor and the State Superintendent of Education are ex-officio members of the Board.

The Board met on a bi-monthly basis for the purpose of receiving reports from the director and committees of the Board, to act upon policies recommended to the Board and to transact any other matters of business.

The year was highlighted with the announcement of a campaign to raise \$750,000 for the Endowment Program. This will be the first

phase of a two-phase goal of \$1,500,000 to support 100 scholarships. The first phase is to be completed by December 31, 1979. Another highlight was the naming of two of the buildings on the campus in honor of two of the school's former students. A dormitory for male students was named in honor of Glenn W. Turner, who was a student in the 1950's. He is president of Sunshine Resources, a subsidiary of Nature's World. The maintenance building was named in honor of Mr. John O. Turner, deceased, a former student and maintenance supervisor.

WIL LOU GRAY OPPORTUNITY SCHOOL
Financial Statement*
1977-78

Department	Budgeted	Expenditures
Administration	\$ 130,989	\$ 127,201
Educational Program	293,328	292,496
Infirmery	5,041	5,357
Plant Maintenance	203,528	211,260
Food Service	168,626	171,326
Social Adjustment	72,428	74,036
Vocational Evaluation Center	43,262	43,460
Federal Programs	91,064	113,411
Employee Benefits	125,696	93,928
Total	\$1,133,962	\$1,132,475

Source of Income

State Appropriations	\$ 754,173
Federal Programs	139,424
Institutional Revenue	238,878
Total	\$1,132,475

*Un-audited